

PAC GENERAL MEETING

October 21, 2009

Executive in Attendance: Nandita Narayan, Rhylin Bailie, Jen Mezei, Zena Kwan, Ann Einstein, Siva Ramesh

Regrets: Shannon Derksen, Abby Wong, Lynne Vidler, Selina Pirmohamed, Denise Hayhurst

Meeting called to order at 7:08pm

- Request that the minutes be emailed to everybody in attendance. Circulated a list of attendees.
- Suggestion that the minutes be emailed to all parents via the email list. Not sure if the email list is ready yet – Nandita will check with Mrs Dick
- Reminded parents that the minutes are available on the PAC website at www.seaforthpac.net

The New PAC Executive 2009/2010

- The following people were appointed to their respective positions:
 - Lynne Vidler – Vice Chairperson
 - Abby Wong – Treasurer
 - Shannon Derksen – Secretary
 - Selina Pirmohamed – 2nd DPAC rep
 - Siva Ramesh – CPF rep

Challenge Teacher, Anne Kang – Games Club

- No games club last year because no volunteers available.
- Have very enthusiastic parents this year to start a chess club. At the first meeting had 60 people show up, 55 people registered to play.
- Couldn't fit 60 in portable so split the group into two
- Have competitive and structured club on Fridays, with a student-led lesson at the beginning, long-term goal of competing.
- Monday chess club is non-competitive, more like games day.
- Attendance has been very regular, with 40 on Fridays and 16 on Mondays. Have parents who want to volunteer on both days, so Mrs Kang is coming to the PAC to ask that the \$300 usually budgeted for Games Club (which was struck from the budget in September as a result of funding cuts), be reinstated
- Lots of student interest, Games Club would spend the money wisely.
- Have 13 boards that have been donated so far, so enough for 26 players, but there are more than 26 players on Friday, plus want a demonstration board. Would like to purchase 8 more boards
- Asking for \$100 for the Monday club and \$100 for the Friday club. Monday club would purchase general games, Friday club would purchase competitive-style chess boards

- The school is not willing to pay for the chess boards. Have already turned down requests from other teachers and groups. Also no guarantee that there will be a teacher sponsor after Xmas – Mrs Kang going on maternity leave and no other teacher has committed to Keith that they'll be a Games Club sponsor
- Suggestion to charge people \$1 a week if they want to come, or maybe charge the competitive kids \$5 per year.
- Suggestion to ask parents to donate chess boards, but the boards they want are competitive boards, so they are special boards
- Tabled until PAC Exec meeting

Treasurer's Report

- Treasurer won't be able to make any of the General meetings, so we'll unfortunately have to handle questions or problems afterwards
- Operating account has \$5480.53. Gaming account about \$5260 received in September
- \$7,525 in donations so far. Last year got \$11,200
- Photo night: 45 families over 3 nights, raised \$900 for the school. Last year was \$1220
- Popcorn sales better than expected. Make \$147 in September and about \$250 in first half of October
- French book fair raised \$980 for the library
- Hot lunch for Sept – Mar was \$20,535.40 gross. Last year was \$14,400 net, but that was only for 7 hot lunches, this year it's for 10.

Zena Kwan – Volunteer Coordinator / Member at Large

- Got 90 volunteer forms back
- Still need volunteers to head some of the big committees
- Seaforth carnival this year. So far 30 people have volunteered to help on the day and 5 people have volunteered to be on the committee, but nobody has volunteered to Chair the committee
- Need at least 100 people on Carnival day to run it effectively
- Have budgeted \$5000 in profit from the carnival to make our budget balance, so if it doesn't go ahead we will have to make some significant cuts to our budget
- Nandita will put it in the newsletter that we need more volunteers
- Sports Day - have 25 volunteers, Shannon Gillin is coordinator
- Staff appreciation luncheon needs a coordinator

Nandita Narayan – Chairperson's Report

Corporate Partners for Education Committee

- Decided to form a Corporate Partners for Education Committee
- The purpose of the committee would be to approach corporations for funding, and in return we would publicly acknowledge their support.
- We can recognize them on our website, the school website and in an advertisement in the local paper once or twice a year. If we have a major event, such as spirit day, carnival, sports day, if we print out a program or brochure they would be listed on that as well.

- Need more people for the committee. Need 5-6 people who are willing to help approach corporations.
- Nandita will put the volunteer request in the newsletter

Donna Binotto – Traffic Safety (reported by Jen Mezei)

- Currently have 112 volunteers
- Seaforth holds the record for volunteers according to BCAA
- Working with volunteers on training for proper crossing procedures
- Working on delineating more areas for higher visibility for our drivers
- Traffic safety awareness week is coming up. Will need extra parent volunteers to help at the crosswalk so Donna and Fariborz are free to approach cars and educate parents on the proper drop-off and pick-up procedures
- Still seeing many unsafe situations, with people double parking and blocking traffic, making other drivers swerve to pass
- Watch for a flyer announcing traffic safety week

Adrienne Dall'Antonia – Health & Nutrition Committee

- Still a committee of one.
- Mainly a reactive committee. When the hot lunch or snack sale options are being examined. Adrienne takes a look at the options to make sure they comply with the food and beverage guidelines.
- Adrienne is a dietician and is on the Healthy Schools Task Force which meets at the school board once a month and talks about being active and any different policies and guidelines regarding what teachers and students can do around health and nutrition.
- They were trying to facilitate the daily physical activity that the kids do and also alternatives to using food as a reward in the classroom.
- The committee just offers guidelines and suggestions, not telling teachers how to do their jobs.
- Health and Nutrition Committee doesn't meet regularly, just on an as needed basis. Met regularly when the guidelines first came out. Now that there's a task force at the district level, we can just take that info and apply it at the school.

Keith Chong – Disaster Preparedness

- Our kiosk should be full of its emergency supplies by January.
- Since last spring the committee has been collecting and buying medical supplies, food, shelter, etc. and are currently working on a neighbourhood plan in case there is a major disaster that we have to react to.
- Generally, if there was a major earthquake with major structural damage to buildings in the area, all schools are asked to come up with an emergency plan to keep students safe on site for 72 hours.
- 72 hours is because it is estimated that is how long it will take before provincial and city help centers are established.
- If power is knocked out, communications are out.

- If there was a major event we would anticipate that approx 50% of our students (we have 530) would be picked up by their parents within the first 6 hours of the event. Having said that, 50% of the students are still left on site, and we have to plan to provide shelter, basic first aid, food and water, etc.
- For a lot of schools they don't have a plan because it is quite costly.
- Seaforth PAC has been fundraising for this and has committed substantial dollars to purchase the earthquake kiosk and to buy all of the supplies that we anticipate needing.
- The next major thing that we need to do is train both parents and staff as to what procedures are. After Xmas, hope to provide a workshop for parents so that if there was an earthquake, how do you know if your home is structurally sound and safe? We're hoping to be able to book somebody to come to the school and train you for what to do at home.
- The next part is the training. In early May there is a provincial earthquake day where a number of schools actually do a full-fledged run through of their plans. If everything goes according to plan, we'll test our plan then.
- About \$6600 of supplies left to purchase, \$2400 is emergency stuff
- Next thing is to look at the food situation. We have emergency rations, which are protein blocks that will sustain somebody, but they're not the most appetizing things out there. So if we were to go on to the next level, we would buy cooking supplies, soups, more appetizing food. These things would last 2 to 4 years.
- Tarps, shelters, toilets, food, have everything that we need for the basics.
- PAC has budgeted \$3000 annually for perpetual replacement of supplies. Disaster committee says \$1500 annually would be adequate, so PAC may want to cut that back and reallocate somewhere else.

Rishma Vallani – Hot Lunch Committee

Fundraising

- Suggestion to sell gift cards, where we send out order forms and parents can buy gift cards at face value, i.e., \$100 at Safeway costs the parents \$100, but Safeway donates 3% to the school.
- Hot lunch committee is willing to organize this, do it before Xmas, so we can get the cards by Dec 1.
- Can send the forms out and parents order online, or we can collect cheques and the PAC does one big order.
- Ordering online might be somewhat complicated for parents, plus if you use VISA they subtract almost 2% from the profits, so the PAC will make far less.
- Some retailers donate more than 3%, some up to 10%.
- If there's a good response, we could do it again in the spring.
- Lots of different stores: Superstore, Extra Foods, Safeway, IGA, Milestones, PetroCan, Red Lobster, Starbucks, Subway, The Keg, Aldo, Banana Republic, BestBuy, Blockbuster, Canadian Tire, Chapters, Cineplex, Future Shop, GAP, HMV, Bay, Home Depot, La Senza, Old Navy, etc.
- **Motion to sell the gift cards.** First Debbie Wang. Second Holly Chan. Passed with majority.

Snack Days

- Hot lunch committee has introduced snack days on some of the alternate Tuesdays of hot lunch. Notice went home with kids
- Mrs Dick will announce the day before to remind kids to ask for \$\$

CPF Rep

- New proposal for French immersion
- Long-term plan posted on the home page at www.sd41.bc.ca
- Changes for Seaforth: proposing to shrink the catchment area so it includes Armstrong, Seaforth and Cameron, and they've added Brantford and Westridge schools as French immersion sites.
- Aubrey down to one class, Marlboro down to two classes.
- Proposing French immersion at Alpha, so there would be three French immersion high schools.
- Will be community meetings.
- The boundaries are changing, but the sibling rule will apply to all siblings in the school, not just to your catchment. So if you're outside catchment but you have a sibling in school, you're okay to carry forward with all future children.

Keith Chong – Principal's Report

Early Development Inventory Study

- UBC conducting EDI study for a number of years
- EDI study determines number of "at risk" children in kindergarten.
- Burnaby and every community in the province have been broken down into neighbourhoods. Our neighbourhood is Government Rd
- Colour coded depending on the number of at risk kids that have been identified within those neighbourhoods. If a student goes to Seaforth but doesn't live within the Government Road boundaries, their data is put into the neighbourhood that they live in.
- This data is used as a snapshot profile of the number of at risk students that there are in Burnaby and this information is taken into consideration when deciding what types of additional support or programming might be beneficial to help those at risk students.
- There are five areas in which they're assessed: physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills.
- Three separate assessments: 2008-2009, 2007-2008 and 2006-2007.
- Government Road had no at risk students in the first year, and less than 35 students in the second year so didn't qualify for assessment.
- Last year we got 2.4 in physical health, 4.7 in social competence, 2.3 in emotional maturity, 2.3 in language and cognitive development, and 4.7 in communication.
- 7% of the kindergarten students in Government Rd deemed "at risk" last year
- Burnaby Mountain was at 15.7%. Seaforth is top of the list, Burnaby Mountain second, Edmonds is the worst at 53.2% in 2008/2009. Average in Burnaby is 33% of the kids are at risk.
- Kindergarten teachers assess the kids, fill in the assessment sheet, submit that data. Some kids are at risk in one area and not all four. If they're significantly lower in a number of these categories, they are considered at risk.

- Only one school in the Government Rd area. Buckingham/Lakeview is a big area, quite well-to-do families, but the Morley School has a number of special need kids, high transient population, and their scores are lower at 38.5%. So we get off a bit easier because our neighbourhood is so small and well defined and has only one school.
- More details can be found at <http://www.earlylearning.ubc.ca/researchobjects/Hymel%20UPDATED%202.pdf>

Seaforth Performance Data

- At the end of each year, Keith collects three kinds of data from the teachers:
 - FSA scores (provincial testing)
 - Performance standards for the curriculum (expectations for the children in different areas, such as reading comprehension, math, social studies, and each kid is graded as meeting, exceeding, not meeting expectations)
 - Final report card marks from both primary and intermediate report cards.
- This gives us a snapshot picture of how the school is doing, whether it's improving.
- All of Keith's data is on the school website under "school plan"
- When looking at numbers, because of the small sample size one child can really skew the data, so note of caution when looking at performance from one year to another
- If kids are fully meeting or exceeding expectations, they "get it"
- If they're not yet meeting or minimally meeting, they are "at risk"

Reading for information

- Whole school: 2008 Grade 7 students: 16/54 or 29.6% were minimally meeting expectations, 2/54 not meeting (3.7%), 26/54 were fully meeting expectations (48.1%), and finally 7/54 were exceeding expectations (13%). Compare this with 2009 Grade 7 students: 2/52 not yet meeting (3.8%), 16/52 minimally meeting expectations (30.8%), 21/52 fully meeting (40.4%), and 12/52 exceeding expectations (23.1%). in total 63.5% of all Grade 7's met or exceeded expectations in Reading for Information compared to 61.1% from the previous year.
- Generally speaking, the number of students meeting or exceeding the performance standards for Reading for Information rose from 66.8% in 2007-2008 to 69.4% in 2008-2009. This 2.6 % improvement is consistent with the observations and evaluations of the students by the teachers at Seaforth.
- 2007/2008 460 kids, 2008/2009 kids 476, so fairly comparable numbers
- Performance of boys
 - o For primaries, increase from 63% to 70.4%, so 7% increase
 - o For intermediates, 60% last year, this year 61.1%, so small increase
 - o Why such a small increase? Very difficult to compare what's happening in the primary grades to what's happening in the intermediate grades. In primary, they're just learning how to read. As they're learning how to read they're also trying to figure out how to understand what's going on. In intermediate it changes to reading for learning, not just learning how to read, so different focus in intermediate.
 - o Boys have been fairly consistent over the two years, ranging about 61% of all boys from grades 1-7 meeting expectations
- Performance of girls
 - o Primaries, 72.5% meeting expectations last year compared to 78.6% this year, so 6% increase

- Intermediates, 71.6% compared to 70.2%, so roughly the same
 - Overall, 72.1% last year compared to 73.7% this year, so 1.6% increase for grades 1-7
- One of the things that the school has been looking at for the last couple of years is that there's an achievement gap between boys and girls. Boys about 61%, girls moved to 76%. There's a 15% performance gap between boys and girls at this school.
- A 15% gap is one of the smaller gaps in the district
- No data on whether the gap closes as children go to high school, but the district probably has that data
- This is a district concern, part of their accountability contract is to address this issue
- Achievement gap only well publicized in education in the last 20 years or so
- Parent suggestion: could Seaforth have homework clubs? Keith: would need a teacher volunteer to oversee it. Can't have a volunteer alone with students, so must have a teacher there
- If you look at the district data, you'll find that the achievement gap at Seaforth is much smaller than the gap overall in the district. A lot of that is not only what's done at the school, but also the support kids are receiving at home. With boys in this school, they are well supported at home, parents are able to spend time with their kids in terms of homework, and it does make a difference.
- The school has spent considerable money and also used PAC funds to buy new reading materials that are interesting to boys. Teachers have been given more strategies as to what types of activities boys would get more benefits from.
- We have narrowed the gap at Seaforth, so that's the most important thing. Are we working to narrow it more? Yes. Issues around critical thinking that the teachers are working on now, trying to develop different activities for the kids in their class to bring that out more.
- **Performance Standards**
 - Population increased from 460 to 476 students in grades 1-7.
 - Number of "at risk students" decreased slightly from 29.2% to 26.9%
- **Report Cards**
 - Can't see if a school is performing well by looking at only one year. Need to compare from year to year
*** From this point onward, data will be presented with 2006/2007 first, then 2007/2008, then 2008/2009 ***
 - 442 students in 2006/2007, then 460, then 476
 - Meeting/exceeding: 63.1%, 66.7%, 69.3%, so school growing in size but we're also seeing more kids meeting expectations, so the school is certainly improving its performance
 - Primary students, 44.1%, 72.0%, 76.5%
 - One of the reasons for the huge jump between 2006 and 2007 is because the data had never been looked at before, so when the teachers could see the bigger picture they refocused their efforts
 - There was concern when this data first came forward, but now that we're three years in there's been clear improvement
 - Assessed using weekly tests, projects, observational data, anecdotal data, no letter grades in primary

- Can't compare to any standardized tests to see if 2006/2007 was an anomaly because no FSA standardized testing for primaries
- Intermediate students, 86.1%, 88.4%, 90.5%
 - Number of students increased as well, so more students as well as more students meeting expectations
- Special needs kids omitted from data
 - If adapted IEP, still expected to meet provincial outcomes
 - For students on modified programs, expectations not necessarily to meet provincial goals or outcomes, but to meet individual goals, so they're not included
- French immersion kids were separated out last year because there was no difference between the results, so didn't bother to show both sets of data.
- Compared with district results:
 - Primaries
 - BC Performance Standards: grades 1-3 meeting or exceeding at Seaforth: 2008 67.6%, 2009 74.5%, compared to 56% and 56.3% for District average
 - Report cards: grades 1-3 at Seaforth: 2008 72%, 2009 76.5%, vs 57 and 59.7% for district
 - Intermediate:
 - BC Perfo Standards: 66 and 65.7 vs 51 and 51.8
 - Report cards: 88.4 and 90.5 vs 76 and 76.3
 - In Burnaby, boys vs girls (performance standards)
 - 2008 intermediate boys, only 44% met or exceeded, 45.5 in 2009 (60 and 61.2 at Seaforth)
 - Across the district, on average less than half the boys meet or exceed expectations
 - Girls, 58 and 58 at the district level (71.7 and 70.2 for girls at Seaforth)
- **FSA testing**
 - Results of Grade 4 testing
 - Seaforth scores for boys last year: only 61% on the FSA met expectations, the province was at 67 and the district was at 59. So the boys here actually did worse than the province.
 - The FSAs are a hot potato. The province usually provides a number of practice tests for teachers to use for their students, so they can get used to the types of questions, format of questions, etc. Some teachers don't want to use class time to prep for an FSA, so for political reasons the results for FSAs are different than what you would expect. That will never get reported in a newspaper.
 - It's not that Seaforth kids did not prepare well, it's that they didn't have any formal preparation for it. Even though there isn't a teaching focus at school, the opportunity is there to practice at home if the kids want to.
 - Parent question: Is there any quality vetting of the data? Does anyone review for obvious anomalies? One child got 0 on the reading test, which is clearly not a true mark.
 - Keith: Some of the testing is multiple choice on the computer, the other part is the students writing an essay or story in a booklet that is sent to a team of teachers who look at every booklet at least twice to come up with a mark as to whether it passes their criteria or not. The MC is strictly done electronically, whatever the

- machine picks out, that's what it is. Most kids aren't used to writing exams on a computer, and that could cause poor performance.
 - Even though Seaforth's results were below the provincial numbers, there's an international group that looked at the results for grade 4 students, and for our school we were at or above the international benchmarks for student achievement.
 - If a child is away (they're sick), they get a 0 on the test. If a child is on a modified program, we just don't allow them to write because it would be too much stress, but it affects the % of kids that would be meeting or exceeding because those kids count as a 0 too.
 - Because of the political nature of FSAs, there are number of factors that could influence results
 - Can get more information the school website.
- Grade 7 results
 - Our grade 7s did way better than the Burnaby and provincial averages (85, 66 and 67, respectively)
 - Some of our results compare with that of the private schools, whereas we don't have entry exams
 - Our grade 7 teachers do work with the kids a bit to prepare for the tests
 - This is more reflective of the other data scores we use in the school (report cards, provincial standards)
- This year the FSAs will be written from mid Jan to the end of Feb. When they were first brought in they were written in the first two weeks of May. So when the students are assessed in mid Jan, they'll be testing to see if these kids show the skills that we'd expect a child at the end of the year to have. So the kids are being tested on material they haven't seen yet.
- We're comparing results from year to year of a test that changes every year
- Parent question: Does the French kids writing in English skew the results?
- Keith: It's the same across the province. The only French students that would write the test in French are native-speaking French students. So all French immersion students write the test in English, so it's a common comparison

Miscellaneous reports

- High schools often report that early or late immersion students catch up in two years in terms of their French language abilities, although the early immersion students have more refined accents. But the ability to understand the language is pretty comparable.
- The early immersion students are fairly comparable with English skills to the late immersion students, so it's not holding them back
- People find that kids who are learning two languages at the same time tend to pick up things much quicker
 - The teachers here do a great job, we have a very high performing school
 - At the staff meeting today the teachers were saying how great the sound systems are, how much more engaged the kids are
 - They talked about how much the kids are using the laptops
 - A lot of things that simply are not available in other schools are available here because of the PAC and parent support

Snow Plan

- Keith was supposed to have received a binder with the new snow plan, but didn't get it, so doesn't have all the information available
- For every school in the district there were certain areas of the school that had high clearing priority, etc.
- One of the things that the district and municipality have worked on is looked at changing the priorities as to what streets will be cleared, and schools with their identified areas have been moved up higher in the priority list
- District has purchased more equipment, there is now a snow blower at every secondary school, there are additional snow blowers at the main maintenance yards as well
- If the snow falls on Sunday night, will the school be cleared the next morning? No.
- There is agreement that custodians will be out working at various school yards on snowy weekends, but there's no guarantee that they'll have time to do all the schools
- Parent question: What about notification? Will there be updates on the website saying what the status is at each school? Keith: No, they do not have the manpower to have somebody update the district website to inform parents. So the best plan will still be to listen to your radio station. Seaforth will have a recorded message on its phone, but it won't be updated every hour or anything like that
- Keith will share the info when he gets it, certainly our street has been designated as higher priority
- Burnaby prides itself on never closing its schools. Whether the school will close is a political question
- Rishma found a snow blower – purchase tabled to a later meeting
- If parents volunteer to shovel, our custodian has said he won't complain about parents "taking a union job"
- There will probably be complaints, plus people are worried about safety issues, we're not covered if people hurt themselves
- Keith would not object to parents helping out and shoveling snow if they want to

French immersion implications

- District proposing to cut the catchment area in half. In the past, if a family in the Seaforth catchment area wanted to apply, they had a 1 in 10 chance of getting accepted. Now they'll have a 1 in 5 or 1 in 6 chance of getting in.
- There could very well be a reduction of the number of students in our English kindergarten classes, similar to what happened this year
- This year, with the French lottery we had an extraordinarily high number of Seaforth English kids get a French immersion spot, so we have only 12 and 13 kids in English kindergarten. We were projected to have 35 to 36 kids, have only 25. With the smaller French catchment area, that trend could continue
- The other thing that will have a factor at Seaforth is that there's a discussion of Chinese immersion. Preliminary discussion was to have it situated at Forest Grove. Chinese immersion is different than French immersion in that what they're considering is an English program, but the students in CI would have an extra Chinese language arts course. Only 20-30 minutes a day. If such a program opens up, how many Seaforth kids would we lose to that program?

All-day Kindergarten

- Potential future reduction in number of English kindergarten students here could be good, because they're talking about introducing all-day kindergarten.
- Want 50% of the students in BC involved in all-day K in 2010, and 100% in 2011. They mean 50% of the students overall, not 50% in each school or school district. You could have 80% in Vancouver and only 20% in Burnaby – could look very different in all the districts
- Main question is demand. How much of a demand is there for all-day K? District is getting mixed messages from different parts of Burnaby. Some are saying “we don't want it at all because we don't feel it's beneficial for our kids. Our kids are too young to be involved in formal schooling at that age.” In other schools the parents are very strong advocates of all-day K.
- Some of the other factors that will determine if it happens at any school are facilities. At Seaforth we don't have the room. We could provide it for French because they already have their own room, but for English we'd have to move a classroom to a portable and that has all sorts of ramifications.
- If our English K is shrinking, maybe it could work here. But what happens when we get over 22 K kids and you're the 23rd student and you can't come to Seaforth because there's no room?
- Staffing is also an issue. In Burnaby they want their kindergarten teachers to have ECE training (not a requirement in other districts, they just need primary training). There may be an issue of qualified teachers teaching all-day K.
- Curriculum won't double, they'll just have twice as long to teach it. So kids will go into various concepts in more depth, would have math centers every day rather than two or three times a week.
- Parents would still have the option to decide whether or not their child would be in half day or full day. Government hasn't said how that will work.
- Government has also not said where the funding will come from, who will pay to hire the extra teachers, build the extra rooms.
- Other issue is supervision. K students running around at lunch time with older kids is a problem. Two schools that offer all-day K have cordoned off an area for the Ks and they're only supposed to play there. They've also hired additional supervisors to watch these kids at lunchtime.
- District has asked Keith to ask parents whether we'd want all-day K at Seaforth. District has to make a report and give it to ministry by November 1. School was told about it last Tuesday. Ministry hasn't provided any of the pertinent details.
- No mention of implementing a full-day K plan for French.
- The reason they're trying to bring in all-day K is to help the schools that are at risk, to give those kids more socialization, better language skills, etc. With Seaforth being so high functioning, we will likely not be asked to implement it at the beginning.
- Kindergarten is still optional in this province.
- Keith asked parents to vote about whether they want all-day K at Seaforth
 - All parents present (19): 14 Y, 5 N
 - Parents with a child entering K in the next few years: 7 Y, 2 N

H1N1 Vaccinations

- New information says that there will not be any school-wide H1N1 vaccinations. Too hard to get parental consent, forms, etc.

Meeting adjourned 9:21pm